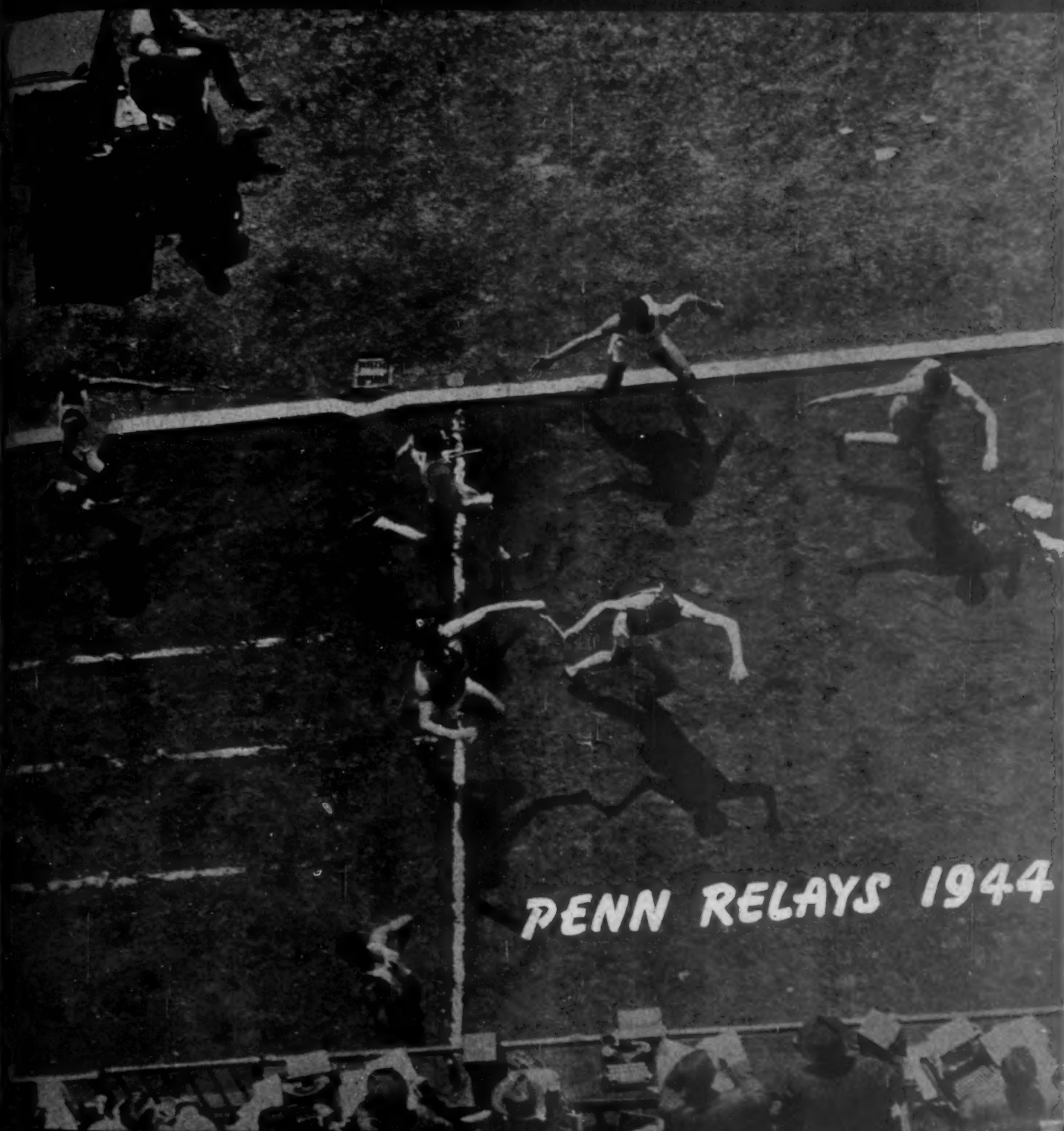


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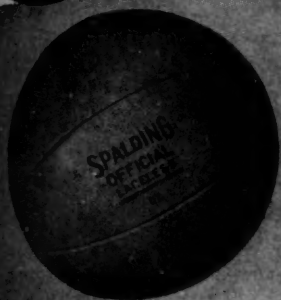
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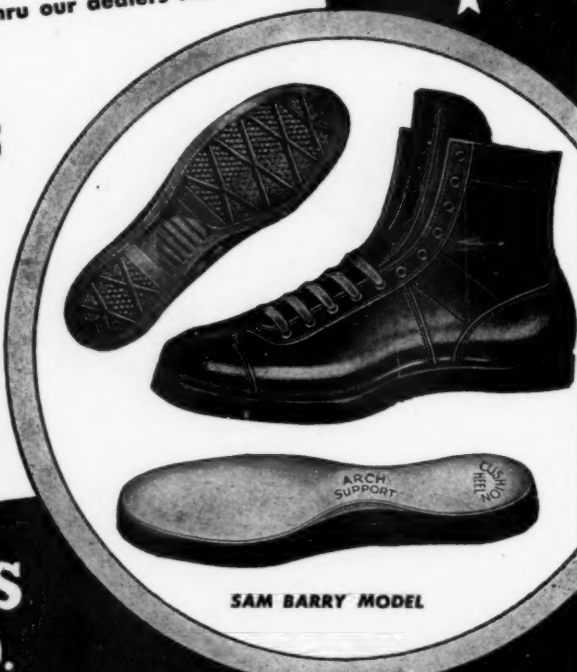
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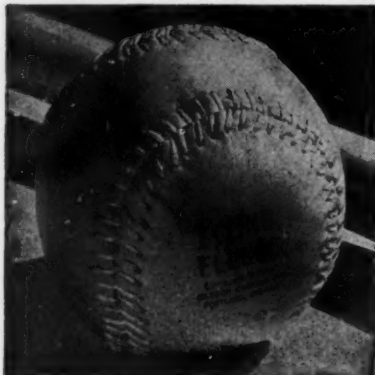
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Editor: OWEN REED

Assistant Editor: H. L. MASIN

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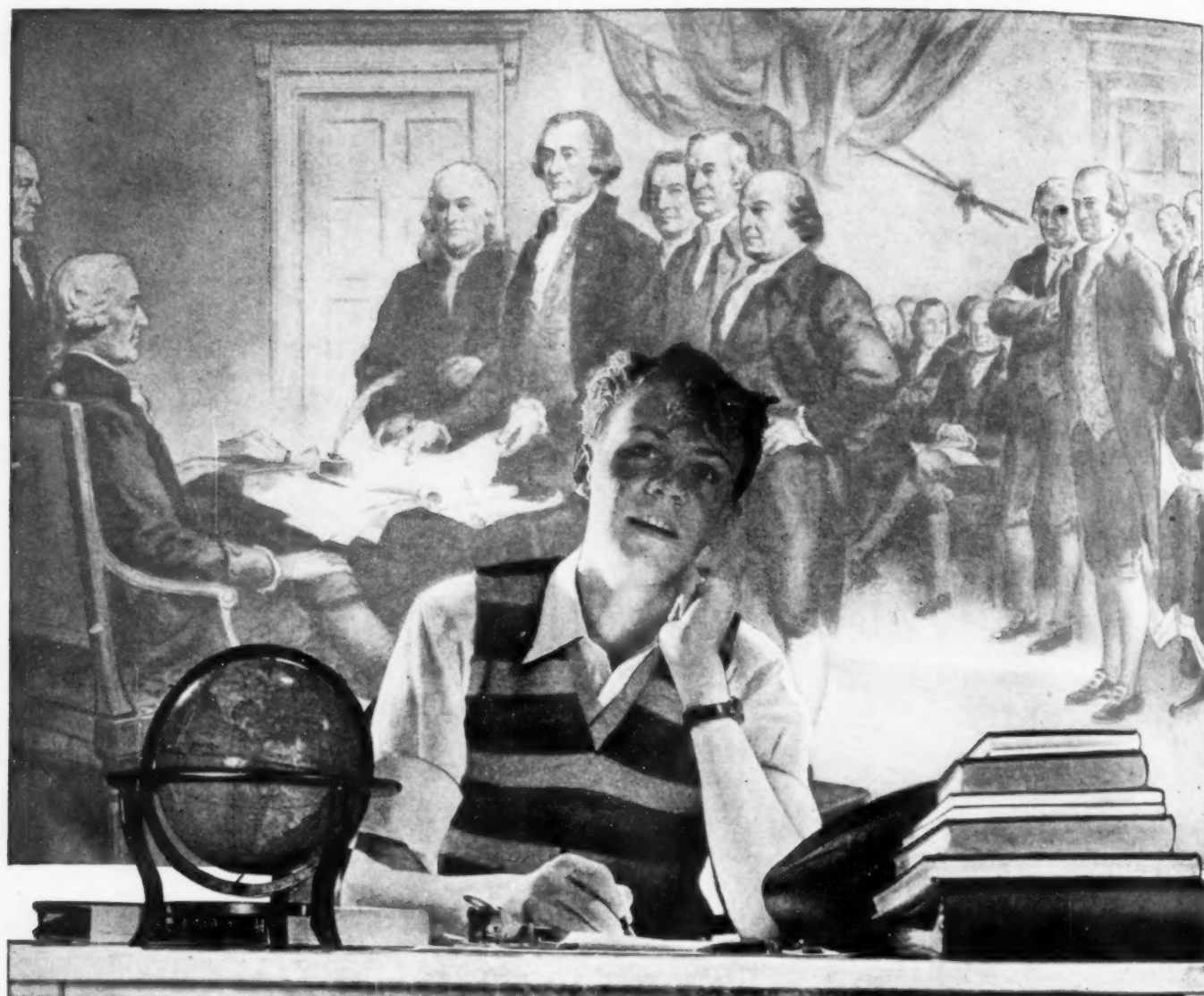
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Initiative - The Foundation of Democracy



When young "Red" Smith, eighth grader at Central School, sits with wrinkled brow, planning tricky plays for his football team, he is exercising his constitutional right to the "pursuit of happiness." His *happiness*, in this particular instance, is trying to beat the daylights out of rival teams. And that is the basis of our whole democratic competitive system. It's the reason that *no record*, in any branch of our economic life, is safe in this country. No *industrial* record. No *scientific* record. No *engineering* record. No *farm production* record. No *war* record.

Our kind of democracy gives us the privilege of initiative. In America we are free to go ahead and *do* things—free to compete for leadership in any walk of life.

We are taught to believe that nothing is so good that it can't be done or made better. And that same initiative—that competitive spirit of free men—that ever-

lasting urge to make the best *better*, bred in the hearts of millions of Americans, has made the U. S. the greatest nation on the face of the earth, in peace and in WAR.

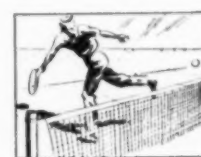
The youth of America learns initiative early on our fields of sports. Out there, where "the best man wins," they develop the *will-to-win*, the *never-say-die spirit*, that makes them fight till the last man is out—till the final gun of the last quarter—the last bell of the last round—the last shot of the last long set—the last stride of the last lap.



Our competitive sports burn this initiative into our boys. While they develop fine, strong bodies, and agilities and skills in the use of those bodies, they also develop priceless qualities of self-confidence and determination—and a deep-seated love for the ways of American democracy.

It is this love of independence—this

freedom to compete on even terms for any prize worthwhile, developed in our youth by our competitive sports, that is the greatest safeguard of our democratic ways, in this age of sinister change.



Carried into manhood it will give us a mighty bulwark against any inva-

sion of the sacred tenets of the American way of life—whether from without or from within.

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SPORTS EQUIPMENT



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WHILE no box scores are kept of the military performances of our athletes-in-service, it is pretty well established that they are distinguishing themselves on all fronts.

A fighter pilot downs ten Nazi planes and we discover he's a halfback from U.S.C. A squadron of PT boats sinks a flotilla of Jap barges and we learn nearly all the commanders are former star athletes.

Stories like these are fairly commonplace. Yet there are people who still gainsay the value of sports training; who believe the carry-over value to military service is negligible.

How they substantiate their argument we don't know. Isn't it perfectly obvious that sports engender a superior neuromuscular coordination that can stand any type of soldier in good stead? And isn't it just as obvious that sports develop strength, stamina, competitive spirit and, perhaps most important of all from a military standpoint, teamwork?

We've read any number of treatises on the subject, and only recently we received an interesting and impressive testimonial from a friend of ours who has been instructing bombardier cadets for the past ten months.

A finely coordinated athlete, he took to bombardiering with such astonishing facility that he was made an instructor upon graduating from cadet school. He is thoroughly convinced that sports training is of incalculable value in bombardiering.

AS AN instructor, I have noticed that athletes make the best bombardiers. Often, in fact, I can predict a cadet's future by his proficiency in his sport. The lessons and skills learned on the sports field are of inestimable value.

"The feeling a bombardier gets leading a formation of heavy bombers over a target run is similar to that of a ball player who is up with two out in the last inning and the game hinging on his hit or miss.

"The pressure is exactly the same. He thinks (subconsciously perhaps) of all those big bombers, the thousands of people who built them, the costly training of the crew who got him there, the fighter planes and pilots protecting him, and the terrible waste of time, money and lives if he misses. In those final 30 seconds, he 'eats the apple.'

Here Below

"The fellow who has had experience in sports is more apt to keep cool, to work swiftly and deftly under pressure and to come through with a hit 'in the clutch.'

INSOFAR as the entire crew is concerned, teamwork is the greatest asset sports experience has to offer. You've read all about the terrific esprit de corps of air crews and the need for it. It's all true. The crew is a team, working individually and yet together. You'd be surprised how closely this feeling of teamwork resembles that in football, basketball and baseball.

"I don't believe it is a coincidence that the two best students I ever had were both outstanding athletes. Fred G. was a fine amateur golfer on the verge of turning pro when he joined up.

"You couldn't worry that guy no-how. A tall, drawling Southerner with splendid coordination and no nerves, he had an amazing ability to synchronize the cross-hairs perfectly and rapidly. (That part of a bombardier's job which necessitates the turning of many different knobs in all directions with accurate and sensitive eye and hand coordinations in order to produce the 'killing' of the cross-hairs on the 'shack'—the center of the target.)

"On Fred's first 'record' mission—that is, the first time his hits and misses were recorded on his permanent record form—I was sitting up in the nose with him, worrying over the mistakes he probably would not make and checking all his computations.

"We swung on to our first approach: 'Bomb bays open, all switches on.' A click-click from the pilot over the interphone indicated we were 'on course and level.' We were at 11,000 feet and had about 50 seconds, every one of which would be needed.

"Fred began to synchronize. Just when he should have been in the midst of it he suddenly pulled his head out of the sight, looked at me, smiled and shrugged his shoulders. I nearly blew my top yelling at him to get back in there and work. His first record mission, I thought, and he quits in the middle of the run.

"He continued to smile and shrug his shoulders. I stopped yelling when I noticed the two electrical contacts that would release the bombs when they met were fast approaching each other. In exasperation I checked his synchronization. You could have knocked me over with a paper bag when I saw those hairs glued to the shack! I would have sworn it was impossible to synchronize them so perfectly in so short a time.

"Needless to say, Fred made one helluva good bombardier. Perhaps it was coincidental that he was an expert golfer. But then again I don't see how he could have developed that uncanny eye and hand coordination so quickly if he hadn't already had most of it from his golfing experience.

AS good as Fred was, he couldn't touch Leo G. Leo was the best student I ever had. His story read like a movie script. Older and more serious than the others, he was married and had two children.

"What's more, he had a personal reason for joining the air corps and wanting to be a bombardier. Several of his family had been slaughtered in Warsaw. Now he was obsessed with a hatred for the Nazis and a hunger for revenge.

"He was easily the strongest man in the school. He had been a miner in his teen years and a unique one at that. At 19, he won a silver loving cup for his ability to mine more coal than anyone in the county. He was a terrific semi-pro football player and could have gone to any college in the Mid-west on a scholarship.

"He proved a godsend to the cadets who rode with him. Whereas it usually took two or three men to pick up the 100-pound bombs and load them, Leo could do the job by himself!

"His bombing accuracy was unbelievable. On the last day of training, he made nine hits for ten bombs—which is equivalent to hitting nine homers into the centerfield bleachers in ten turns at bat.

"I don't know whether it was his mining experience or his sports training that did it—it was probably both—but he was steady as a rock, marvelously adept with his hands and cool as ice. And he was one swell team man.

"Last I heard of him he was in an operational training unit in Texas. In B-17's from 20,000 feet, he had a circular error of (restricted) feet, which is about as perfect as a guy can get. As a reward he was sent to radar school for training in the new super B-29's. He will undoubtedly be a lead bombardier when he ships off to combat."

(Concluded on page 27)



Only ONE strike in this league!

Yes, they're playing different rules *this* season, coach. They've had to make themselves forget a lot of the good, clean sportsmanship you drilled into them. They've had to forget about giving the other team an even break. Training table, regular hours are just a pleasant memory.

But there's a lot you stand for that they aren't forgetting. They haven't forgotten how to fight to *win* . . . they haven't forgotten how to work and fight as a *team* . . . nor how to steady up in the clutches . . . how to keep on playing right up to the third out in the last of the ninth and never mind the score.

And it's those things that you alone could give them that are helping them do their grim tasks better.

So keep it up, coach . . . keep driving home the team spirit . . . building stamina and punch and fighting heart in those youngsters coming up. America can never have too much of the stuff you're turning out.

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A PRIMER FOR THE COACH-TRAINER

By Norman C. Perkins

The essentials of a well-rounded program of injury prevention and care for all sports

The fruits of ten years experience are splendidly compounded in this treatise on training by Norman C. Perkins who, in normal times, is track coach, assistant football coach and trainer of all teams at Colby College. At present he is instructor in medical aid and physical training for the detachment of Army Air Forces students on the campus.

MANY coaches have been inducted into the armed forces in the past two years and many more are on their way. Their posts are being filled by other teachers and older men who, while knowing their sports, are not prepared to handle the training aspect of coaching.

This training deals mainly with the prevention and care of injuries, which is a vital factor in safeguarding the health of the athlete. Every man charged with the responsibility of coaching should have a working knowledge of bandaging, taping, massage, first aid and other basic training techniques.

As an aid to beginning coaches, the author has prepared this necessarily abbreviated "manual." The fundamentals projected are slanted chiefly toward football, because of the greater incidence of injury in this sport, but they may, with modifications, be applied to all other sports.

The essentials of a well-rounded program of injury prevention and care may be discussed under these headings: Administrative, coaching and training. The administrative and coaching controls have to do chiefly with the prevention of injuries and the training control with the care of injuries which have occurred. These essentials may be further broken down into the following classifications:

1. Medical examination.
2. Team physician.
3. Proper playing facilities.
4. Protective equipment.
5. Thorough conditioning.
6. Adequate training facilities.
7. Trained personnel.
8. Protective bandaging.

The first essential is a thorough medical examination. This is relatively simple for schools having a school doctor. For schools not so fortunately blessed, there are several ways in which an examination may be provided.

In each community there is at least one doctor who is interested enough in the school and in ath-

letics to do the necessary examining. Sometimes a group of doctors may be induced to pool their efforts and lighten the individual assignment. If such an arrangement is used, the boys should be lined up and ready on time so that the doctors' valuable time is not wasted.

An unsatisfactory alternative to these plans is to require each squad member to present his own doctor's permit to participate.

In examining squad members, doctors should be sure to inquire about old injuries, as these contribute importantly to later and more serious injuries. A few boys may not be allowed to play football, while others will need special protective equipment.

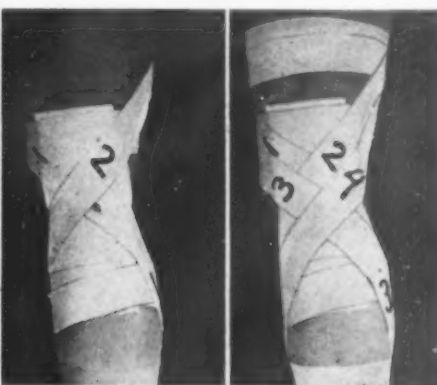
To carry through properly the medical-exam phase of injury con-

trol, the players should be given a similar examination at the end of the season.

The second fundamental stems from the first. If there is no school doctor, some medical man must be induced to act as team physician and to be available for consultation and advice on injury care.

All serious injuries, those difficult to diagnose and those involving the danger of infection, should be referred to the doctor. Only essential first aid should be given in the training room. Even college trainers, specialists though they are in injury care, have and need such supervision.

Proper playing facilities are usually provided for games, although frequently too little room is left on



Strapping for hyper-extension of knee joint: With the leg slightly flexed, apply a 4 by 12 in. felt pad, $\frac{3}{8}$ in. thick, in back of knee. Anchor top and bottom, then tape in place. Start first strip just left of shin bone, carry across bone and bring it up behind knee to front of thigh. Start second strip on right of shin bone, bring it across and up and finish on front of thigh. Third and fourth strips overlay first and second. Bandage may be easily adapted for the elbow.

of all foreign material. No benches, water buckets or bystanders should be allowed near the boundary of the practice area nor should squad members be allowed to sit or stand there.

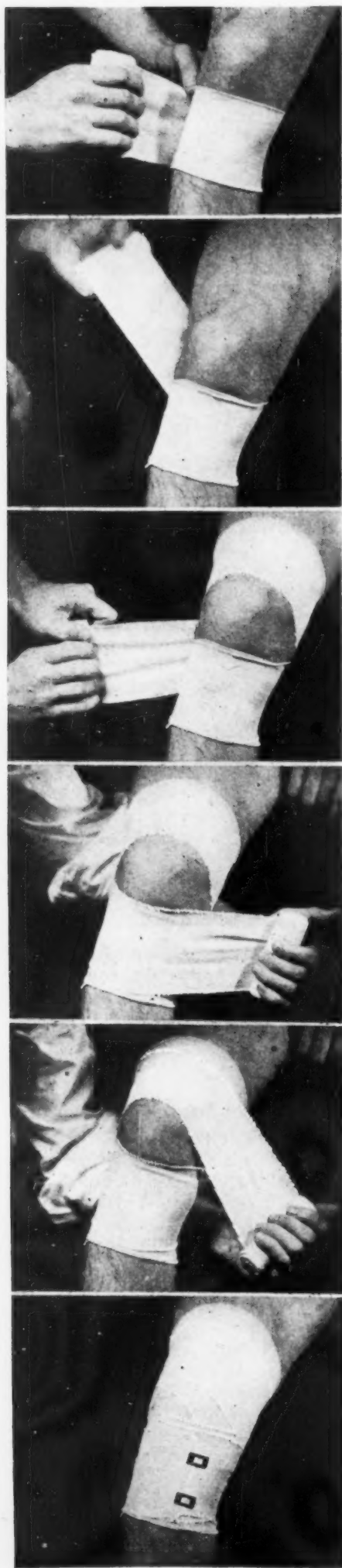
The fourth fundamental is insistence on the best equipment the budget can afford. A school should not try to make money at the expense of the boys' safety. If sports receipts do not furnish a proper income for equipment, the money must be found elsewhere.

When shoulder pads and thigh guards start losing their shape and flattening out, they should be replaced by new ones. Separate hip pads with shell pants have been found to provide better protection than built-in ones. Line backers

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and ends should have extra heavy shoulder pads.

Two of the most important and neglected items of equipment are helmets and shoes. Youthful bodies can tolerate practically any fracture but that of the skull. And a blister on the foot from an improperly fitted shoe may seriously endanger the health of the boy.

The control of foot blisters presents a problem to the coach-trainer. They may be almost entirely eliminated by a three-point program of foot care: properly fitted shoes, daily painting of the feet with tincture of benzoin during the first two weeks of the season, and the provision of thick woolen socks for all candidates.

The socks must be carefully laundered so they will not shrink, become too small and lose the resiliency which protects the feet from the friction of the shoe.

One item of equipment which should be issued to each member of the squad is a pair of ankle wraps at least 86 inches long. No player should take the field at any practice or game without them.

For practice sessions, the boys themselves may apply them, using a figure eight. While this is not the most effective method of application, it will provide considerable protection and will allow the ankles to strengthen themselves—which is impossible when they are thoroughly taped each day.

For games, the ankle wraps should be applied by the coach or trainer in the manner originated by the famous trainer, "Duke" Simpson.¹ This is an especially good bandage for linemen as it keeps the men right up on their toes.

Injured ankles should be supported by adhesive bandaging. But for ball-carriers, the protection of adhesive tape is advisable.

Another item of equipment which will do much to eliminate injuries in blocking practice and scrimmage is the type of blocking pad which is strapped onto a defensive player. This pad allows blockers to go "all

SUPPORT FOR KNEE

A four-inch cotton elastic bandage is applied in figure-8 fashion, starting with two complete circular turns below knee for anchorage. The bandage is then brought under the joint to a point above the knee cap, where one turn is made around the leg. Working in this fashion, the trainer closes in on the knee cap by circling the leg above and below the joint with alternate overlapping turns. When the entire joint is covered, the bandage is fastened securely with clips or adhesive tape.

out" against moving targets without fear of injury either to the blocker or to the boy being blocked. In squads with a marked drop in ability from the first string to the second, these pads offer fine protection for the smaller boys.

The next fundamental is to condition the players to withstand the bumps and bruises incident to the game. Coaches who hold their trainer responsible for the condition of the team have a distorted picture of the problem. The essential conditioning of the team is achieved by the coach through the work he assigns the players in practice. He must plan his work so that the players get their conditioning at the same time they are acquiring skills and tactics.

A period of vigorous calisthenics is a daily must. Stress should be placed on stretching exercises for all parts of the body and on exercises designed to strengthen the ankles, knees, hips, and back.

Another point to be considered is the teaching of correct and effective tactics in both offensive and defensive play to minimize the danger of injury through clumsy, unskilled technique. Instilling a spirit of fair play and sportsmanship will aid in discouraging unnecessary roughness.

Careful planning of practice sessions will minimize the danger of serious injuries. Studies of injury incidence show that the most serious injuries occur in the early games of the season, during the first and fourth ten minutes of games and during the first twenty minutes and last half hour of scrimmage sessions.

The following procedures are indicated to counteract these tendencies: At least three weeks of practice before the first game, thorough warming up before games, freer substitution of fresh players for weary ones during the latter part of games, and the termination of scrimmage sessions before the players are exhausted.

In pointing a team for a game, the hardest work should be planned for the first three days of the week. A virtual day of rest on the Friday before the game will allow the players to build up the extra energy needed to carry them through the game without tiring.

It has been found that approximately 72 percent of football injuries are due to the nature of the game. So, despite all precautions,

¹Essentially the same as that described in "A Training Room Manual," *The First Aider*, Gardner, Kan., The Cramer Chemical Co., pp. 36, 37.

injuries will occur and preparations must be made for their care. This brings us to the true province of the trainer—the care of athletic injuries.

Training room facilities vary from school to school, affected by such factors as available space and the interest (or lack of interest) in the training problem on the part of the athletic staff. Wherever possible, a separate room should be given over to training, one which is near the showers and the exit to the athletic areas. This room should house such essential equipment as:

1. A wall cabinet for medical and training supplies.
2. A first-aid kit for the field and trips.
3. A set of scales and a weight chart.
4. A rubbing table (two if possible) 6' 6" long, 26" wide, 30" high.
5. A container for ice.
6. A benzoin bench.
7. A heat lamp (two if possible).
8. A supply (at least two dozen) of roller elastic bandages.
9. A method of supplying moist heat.
10. Forms for recording injury incidence and care.

First-aid kit

No enumeration of medical supplies will be made in this article, as the subject is too complex. The purchase of a thoroughly appointed first-aid kit will provide most of the supplies needed by the team. The team physician should be consulted about the desirability of keeping other items in stock.

Medical items should be bought from reputable manufacturers of training supplies. These companies are specialists in their field and their years of valuable experience are at your disposal.

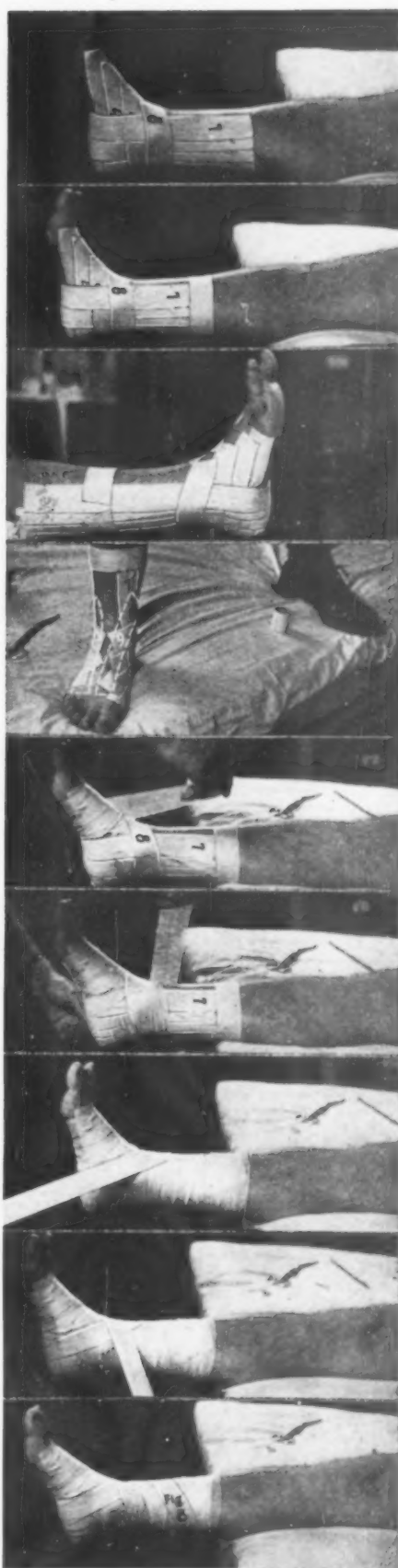
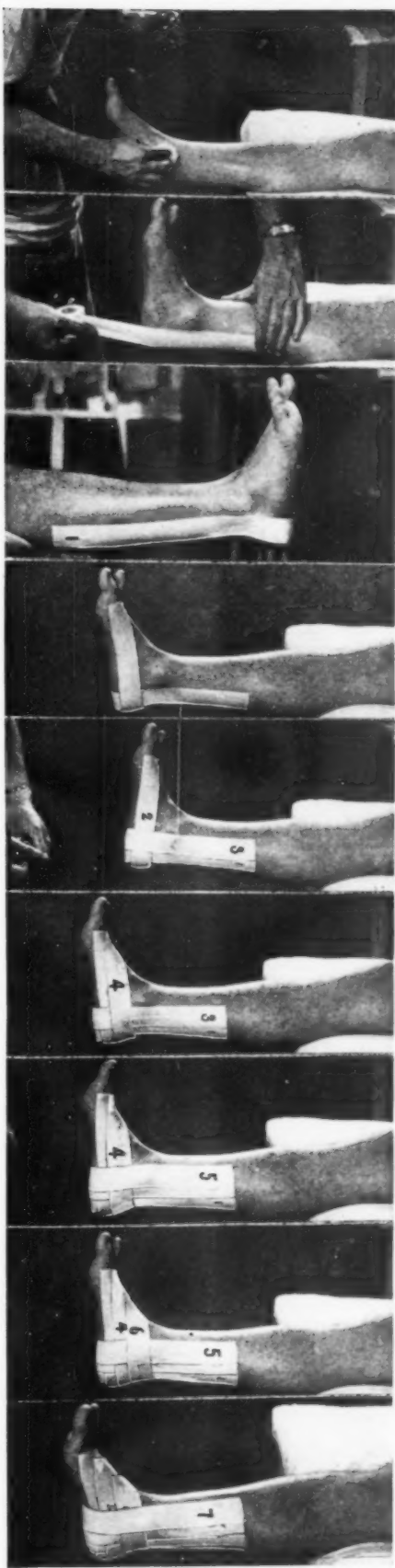
On purchasing a first-aid kit, a list of all items should be made and affixed to the inside of the cover. Each item should be replaced as soon as it is used or it may not be available at a vital time.

Rubbing tables may be easily constructed by following the above dimensions. The table top may be of board or it may be padded and covered with artificial leather or oilcloth. These tables and other surfaces should be washed daily with an antiseptic solution.

A satisfactory ice container may be devised by sinking a large crock or other container in a box of sawdust. Ice should be on hand for all scrimmages and games.

A "benzoin bench" consists of a

(Continued on page 24)



Modified Gibney ankle brace: The foot is held at a right angle, shaved and pointed with tincture of benzoin. From a point about 8 in. up inside of leg, the first strip of tape (1½ in.) is drawn under heel and about 12 in. up outside of leg. First horizontal strip runs from big toe, around heel and up other side of foot. Third strip overlaps first by about half its width and is applied exactly the same. Five more strips are thus applied. Brace is then anchored at top with a horizontal strip. Note, in fourth picture in right strip that horizontal layers do not meet in front, assuring free circulation of blood. At this point, brace may be anchored down front, as indicated by dotted lines, or wrapped with gauze in figure-8 fashion.

A Pre-Season Football Letter

IN THESE DAYS of restricted practice seasons and short-manned coaching staffs, the pre-season conditioning period is a worse nightmare than ever for the football coach. The boys, many of whom are in poor shape, must be whipped into condition in a hurry. They must be taught fundamentals and team play. And they must be prepared mentally for the season ahead.

This is a large order; sometimes too large. Anything, then, that would facilitate the chore ought to prove a godsend. It is in this spirit that the pre-season letter plan is offered.

A pre-season letter offers a convenient means of contacting the squad a month or so before regular practice. And the suggestions included therein offer a simple, highly practical way of stimulating the physical and mental self-conditioning of the boys.

The average candidate will accept in good faith such information as you give, and will work hard on conditioning his legs and wind. The letter should exhort every boy to return to school in top physical condition so that he will be able to compete for a position without danger of injury. Calisthenics such as are used in the regular practice routine (see page 16) should be emphasized, and the candidate reminded to bring his doctor's certificate of fitness.

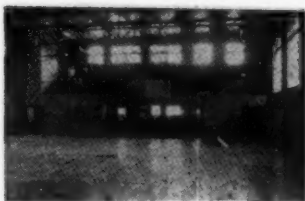
If the medical exam is provided by the school, the date and time should be specified. The letter should also include the date and time to report for equipment and locker. Equipment not furnished by the school should be itemized so that the boy may get them prior to reporting.

A general information sheet should stress such items as:

1. The requirements of a good football player: courage, determination, competitive spirit, quick thinking, knowledge of the rules, knowledge of fundamentals, good condition, physical ability, alertness, and responsiveness.
2. Effectiveness in games stems from concentration in practice.
3. Practice your weak points whenever you can. Be conscientious.
4. To play your position well is not enough—play your position to the best of your ability. Strive for the heights of your capabilities; you don't know how far you can go until you've really tried.
5. Be confident, not cocky. Confidence comes with skill.
6. To stay at your peak, observe these general health habits:
 - (a) At least nine hours sleep.
 - (b) Clean teeth, body and clothing.
 - (c) Plenty of fresh air and sunshine.
 - (d) Good wholesome food. Avoid fried foods; they take longer to digest, thereby increasing the burden on your stomach. Include fruits, vegetables, bread, meats or fish, eggs, milk, butter and water in your daily diet. Eat three hours before game or practice so your food will be properly digested.
 - (e) If you're not feeling well, report it to your folks and take their advice.
 - (f) Rest is a good health measure in cases of minor colds and general fatigue.
 - (g) Get some general exercise every day. A good athlete stays physically fit all year 'round.
7. Eleven players are vitally concerned in the success of every play, but only one strategist is needed to call the play. If you have a suggestion, tell the captain outside the huddle.
8. Line up rapidly and be alert. If you're tired, conceal it from your opponents but not from your coach. If you're really hurt, do not conceal it. Tell your coach immediately.
9. If your coach emphasizes a mistake, don't become discouraged; understand he is giving you added attention to help you improve.
10. Once the contest is over and your good points and mistakes have been recounted, let your thoughts immediately go to the next opponent.

By Frank L. Haas
Evanston, Ill., Township H.S.





When attendance slumps, try Seal-O-San and watch the crowds back your winning team. A few dollars spent on Seal-O-San floor finish will bring hundreds in gate receipts.

When your players go stale and plays won't "click," a Seal-O-San finish on your floors does wonders. Confident, sure-footing will speed up teamplay, improve moral . . . put "zip" into dribbling, passing and shooting.



A small turnout for basketball? Fewer reserves? Then you can't risk having one of your regulars benched by a skid or fall. You need slip-proof Seal-O-San to keep your squad at peak strength.



When a skid or a fall breaks up your winning combination, better apply Seal-O-San. The 100% non-slip finish prevents floor accidents that endanger championship hopes.



When your gym floor looks unsightly and worn, a Seal-O-San finish will give it new beauty. Easily applied by mop, a Seal-O-San finish is easily kept clean. Costly scrubbing is seldom required.



WHEN THESE THINGS HAPPEN it's time to apply **SEAL-O-SAN**

CHANCES are that a Seal-O-San finish on *your* gym floor can remedy a great many bad breaks . . . a slippery floor . . . injuries . . . poor attendance . . . lack of team spirit . . . an unsightly playing surface.

This is not merely a claim. It's a *fact* that is backed by the experiences of more than 5350 successful Seal-O-San coaches.

For Seal-O-San gives you a 100% non-slippery gym floor. Thus, it gives your players *positive* traction for quick starts and stops. It helps you build an offense and a defense that "clicks."

Moreover, by preventing skids or falls, Seal-O-San helps to keep your best players in the game.

Put a mop-applied, easily maintained, low-cost Seal-O-San finish on *your* gym floor and overcome the obstacles that interfere with coaching success.

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SEAL AND FINISH FOR GYMNASIUM FLOORS

State	Spring Practice	Fall Practice	Open Play	No. Games	Close Season	Post Season Games
ALABAMA	3 weeks in row	Sept. 1	2 weeks after practice	9	Sat. after last Thurs. in Nov.	None
ARKANSAS	Mon. before state tourney or, if entered, Mon. after	Sept. 1	After Sept. 1	No limit	Sat. after last Thurs. in Nov.	None
ARIZONA	Yes, but no date	Sept. 1 unless school opens before	Any time after school opens	No limit	Close of schedule	None
CALIFORNIA	No rule	Opening of school	After 15 days practice	No limit	Xmas vacat.	None
COLORADO	3 weeks	Sept. 1	After Sept. 1	No limit	First Sat. in Dec.	None
CONNECTICUT	No rule	No rule	Sept. 10	No limit	Dec. 2	No rule
DELAWARE	None	First day of school	Any time after school opens	No limit	No rule	None
FLORIDA	Yes, but no date	Sept. 1	After Sept. 1	10	Xmas Day	None
GEORGIA	No rule	No rule	No rule	1 per week	No rule	No rule
IDAHO	None	Sept. 1	After Sept. 1	No limit	Dec. 1	No rule
ILLINOIS	Any time school in session	Any time school in session	3 weeks after practice	No limit	First Sat. in Dec.	None
INDIANA	No limit	Aug. 20	Any time after 10 days	10	Nov. 30	None
IOWA	None	Aug. 24	After 3 weeks practice	No rule	Dec. 1	None
KANSAS	None	Sept. 1	After 3 weeks practice	10	Sat. after Thanksg.	None
KENTUCKY	No rule	No rule	No rule	No limit	No rule	No rule
LOUISIANA	No rule	No rule	No rule	At least 4	No rule	No rule
MAINE	No rule	No rule	No rule	No limit	No rule	No rule
MICHIGAN	None	Sept. 1; Upper Peninsula, third Mon. in Aug.	After 3 weeks practice	9	Mon. after last Thurs. in Nov.	None
MINNESOTA	Yes, but no date	Aug. 25	After Aug. 25	No limit	Nov. 11	None
MISSISSIPPI	5 weeks	No rule	No rule	No limit	No rule	No rule
MISSOURI	None	Sept. 1	After 3 weeks practice	10	Last of Nov.	None
MONTANA	None	Opening of school		One per week, 7-9	About Nov. 11	None
NEBRASKA	No rule	Aug. 25	Third Fri. in Sept.	No limit	Sat. after Thanksg.	No rule
NEVADA	3-4 weeks	Not before Sept.	No rule	7-8	Thanksg.	When state title involved
NEW HAMPSHIRE	Yes, but no date	No rule	No rule	No limit	Dec. 1	No rule
NEW JERSEY	None	Sept. 1	After Sept. 1	No limit	Dec. 1	No rule
NEW MEXICO	No rule	Aug. 25	After Aug. 25	No limit	Nov. 30	None
NEW YORK	None	Sept. 1	After 3 weeks practice	8	Dec. 1	No rule
NORTH DAKOTA	None	Sept. 1	After Sept. 1	No limit	Armist. Day	No rule
OHIO	4 consecutive weeks	If no spring practice, Aug. 20	Sept. 17	No limit	Nov. 28	None
OKLAHOMA	Any time between close of fall games and end of school	Sept. 1	After 3 weeks practice	No limit	Sat. after Thanksg.	None
OREGON	None	Sept. 1	After Sept. 1	No limit	Last Sat. in Nov.	None
PENNSYLVANIA	None	Aug. 24	After Aug. 24	No limit	No rule	No rule
RHODE ISLAND	No rule	2 weeks before school opens	Oct. 1	7-9	Thanksg.	None
SOUTH DAKOTA	None	Not before Aug. 24	No rule	No rule	No rule	No rule
TEXAS	None after Feb. 1	Sept. 1	After Sept. 1	10	Last Thurs. in Nov.	None
VIRGINIA	None	A class, Sept. 1; B class, Aug. 24	No rule	10	Sat. after last Thurs. in Nov.	None
WASHINGTON	None	Sept. 1	After Sept. 1	No rule	Sat. after Thanksg.	By special permission
WEST VIRGINIA	None	Aug. 25	After 15 days practice	No rule	Sat. after Thanksg.	When approved by Bd. of Appeal
WISCONSIN	None	Sept. 1	After 16 days practice	8	Before Dec. 1	None
WYOMING	No rule	No rule	Second week of school	8-10	Nov. 11	None

SURVEY OF STATE RULES ON FOOTBALL SEASONS

By Charles W. Juergensmeyer

State differences in restrictions on practice and playing periods and suggestions for a uniform code

Charles Wesley Juergensmeyer prepared this study as part of his Master of Arts thesis, "A Study of High School Football and Basketball Practice and Playing Seasons in Various States," at the University of Kentucky. The study on basketball will be presented in a later issue of "Scholastic Coach."

A NATION-WIDE survey of the rules governing practice and playing seasons in high school football reveals a strange lack of uniformity.

There are no sectional or geographical trends to speak of. For instance, though the weather turns bad earlier in the northern states, they do not close their season any sooner than their southern neighbors.

In the Midwest, you would think the Western Conference would exert a strong influence on schoolboy athletics. Yet, while the Conference limits collegiate football schedules to eight games, we find the high schools playing ten or even more games.

Matter of individual taste

The National Federation offers no restrictions on seasons, leaving the matter to the individual states. The result has been a wide diversity of legislation.

These rule differences constitute a real problem in the case of interstate contests. The schools in one state, for example, may be permitted both spring and early fall practice, while the bordering state may prohibit both.

This inequality does nothing to foster friendship and trust between the states.

It is the purpose of this study to indicate existing inequalities and to recommend means of eliminating them.

One of the most interesting facts is that football is in the hands of the principals, who are more interested than the coaches in regulating the practice and playing periods.

However, there are many states which have no regulations governing this important phase of the athletic program.

1. In the matter of spring practice, 20 states have no regulations while 17 states prohibit it. Excluding the four states that did not return the questionnaire, this means that only seven state associations permit spring practice.

2. Fall practice is regulated more closely, with only 11 states having no definite date for its beginning. September 1 is favored as a starting date by the largest number of states—18. This, however, does not mean that these states have an equal amount of practice before their first game; for some states open their playing season much earlier than others.

3. Only 11 states do not regulate the opening of the playing season. Some states permit the first game any time after practice begins, exposing themselves to the possibility of a team playing its first game with only a week's practice. There is little agreement as to the starting date; among 30 states having regulations, there are 14 different dates.

4. There is no limit on the number of games in 27 states. Most of the states limiting the number favor ten, while some permit only eight.

5. Thirteen states do not provide for the closing of the season. The remainder differ a great deal in their closing dates, but most close on or about Thanksgiving. Four of the northern states close as early as Armistice Day, possibly because of the early cold weather. This constitutes the only sectional trend apparent.

6. It is interesting to note that only one state association permits post-season games. More than half of the states definitely prohibit them, while the others have no regulations.

Recommendations

In the light of the findings and after consideration of the many excellent accomplishments of the various state high school athletic associations and the National Federation, the writer suggests several procedures:

1. The National Federation should promote uniformity of rules for the opening and closing of the practice and playing seasons in all the states. If it is important we have regulations governing the method of play, it should be equally important to regulate the practice season. It is sound educational practice to see that the boys are in condition and know the fundamentals before they are pitted against one another.

2. States in the same geographi-

cal section should cooperate more closely as to the opening and closing of the practice and play periods. When one state has a certain limited time to practice while a neighboring state with whom it schedules games may practice at any time, a bad feeling develops which may lead to the severance of athletic relations. The writer has seen this happen in the Tri-state region comprising part of Kentucky, Ohio and West Virginia.

Three weeks in spring

3. Spring practice for football should be limited to three weeks and should follow the close of the basketball season. By allowing only three weeks for practice, football will not interfere with track and baseball. If a longer period is permitted, the coach may take advantage by scheduling spring football games. This happens quite frequently in Eastern Kentucky. The result is that football dominates the athletic program and practically eliminates track and baseball, thus depriving many boys of the opportunity of taking part in athletics.

4. Football practice in the fall should begin with the opening of school. It is often difficult to get to practice when it is held before school opens. A large number of boys are from rural sections and have no way of getting to practice; it also means losing time from their work. If practice is held without them, the coach will either have to repeat his pre-season routine to whip these boys into shape or play them without their being in condition—a dangerous practice.

5. There should be three weeks of conditioning and practice before the first game. This gives the coach time to get his team well organized and to have the boys in fair condition. Regardless of what the boys have been doing during the summer, they will be out of condition for football. Football requires the use of different muscles than are used in almost any other sport or type of work. Allowing more than three weeks is a poor practice in that the boys may lose interest.

6. The number of games per season should not exceed eight. By starting practice when school opens, which is often the first week in

(Concluded on page 27)

SEVEN STUNTS FOR YOUR GUARDS

By Capt. E. P. Coleman

A bag of individual defensive tricks stemming from a set position and a crouch-start stance

Capt. E. P. "Chink" Coleman will be remembered by "Scholastic Coach" readers as the originator of the unique triple-spinner attack that was outlined in the June 1940 and October 1941 issues. At present he is football and basketball coach at the Wentworth Military Academy, Lexington, Mo.

DEFENSIVE guards are rarely spectacular. Nevertheless they are essential cogs in the defense. On them rests the chief responsibility for absorbing and checking the bucking strength of the offense.

Most coaches frown upon the idea of a guard setting up the same way on every play. They coach their boys to vary their positions—if they can—with the attack. This position play, by itself, is no cardinal sin. But it shouldn't be accepted as the sum and substance of guard play.

In short, you can't stop an attack by merely shifting your boys around. You must equip them with a bag of individual tricks, or stunts. When position, not technique, becomes the motif for guard play, your defense will suffer.

At Wentworth, our guards are equipped with a series of seven defensive stunts, all of which stem from a set position—that is, with the guard in the split between two offensive linemen.

The boys are drilled 20 minutes a day on them all through the season. We try to make these actions automatic so that, under game conditions, the boys may concentrate on the ball-carrier.

Our guards work from a crouch-start stance, very similar to the sprinting start (picture No. 1). The feet are as wide as the hips and the head is up with the eyes on the opposing backs. From this position, he



can charge high, low, shuttle or sub under.

The popular four-point stance does not permit this wide range of action. It is interesting to note that the inside leg—the member closest to the ball—is always down.

First of the defensive stunts is the Sub Under. From his crouch start, the guard throws his head up to fake an over and then drives his head at the spot on which the opponents' inside feet are planted. He really drives forward, throwing his arms through (No. 2).

The sub under

Even if he is blocked, he is in position to make the tackle. At the same time, his territory is covered (No. 3). Once his arms are through, he can lower his buttocks and bring his shoulders up. Then, with a few

short digs, he is free. This is an excellent charge to use on the goal line or when the opponents have short yardage to make (anything under five yards).

Our second defensive stunt is the Over. Contrary to popular theory, it should be used often; for, when varied with the Sub Under, it is a good stunt with which to cross up the enemy. Once a boy has his opponent driving low, he can go over him. But he must flatten out (Nos. 4 and 5).

Note, in the illustrations, that the guard does not go forward and upward, but just up. The offensive guards' momentum carries them forward beyond the spot on which the guard will fall. Many guards lose their balance because they try

(Continued on page 26)





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FOOTBALL CONDITIONING

by J. Stuart Wickens

Prior to taking over the directorship of health and physical education at Groton, Mass., School, J. Stuart Wickens was associated for eight years with Bob Kiphuth at Yale, where he picked up an intimate knowledge of the famous Yale body-building system. From his experience, he has compounded an exercise program for football, which he sets forth in a simple and highly practical form.

OTHER factors being equal—or fairly equal—a well-conditioned team will beat a poorly conditioned opponent. We know that fatigue vitiates skill. Hence, the team that can keep going at top speed the longer—that can keep giving its best—will wear down the opponent and dull its offensive and defensive weapons.

Conditioning work under actual game conditions is preferred, of course. But it is not always practical. In football, for instance, you can't scrimmage every day. Therefore, it behooves the coach to look for a supplementary means of conditioning. And that's where calisthenics come in.

The accompanying exercise program is particularly designed to develop wind, agility and strength. An attempt has been made to use simple, concise nomenclature. For further clarity and utility, the exercises are classified as follows:

1. Initial warming up.
2. Flexibility exercises.
3. Abdominal exercises.
4. Side exercises.
5. Back exercises.
6. Arm and shoulder exercises.
7. Leg exercises.
8. Grass drill including football tumbling.

The squad should be gradually

warmed up with any number of the exercises in group 1. One exercise from each of the next six groups should then be given in sequence. Following this others might be selected and given in the same order so that symmetrical training will be assured. Group 8 may be used to finish off the drill.

Initial Warming-Up

Standing, arms in any position desired:

1. Hop in place on both legs.
2. Hop in place on one leg.
3. Hop side to side on both legs.
4. Hop forward and backward on both legs.
5. Alternately jump to side stride and cross legs.
6. Jump to walk stride, alternate foot forward.
7. High kicking with straight leg.
8. If bleachers are nearby, step up and down first step for one to two minutes.

Flexibility Exercises

1. Sitting, hands clasped behind head, legs together and straight: Bend trunk forward at hips, return forcing elbows well back.
2. Sitting, hands clasped behind head, legs spread and straight: Alternately twist trunk left and right, keep head up, chest high, elbows back.
3. Standing, stride stance, grasp one ankle with both hands: Draw trunk along leg until forehead touches knee.
4. Sitting, legs spread, grasp left ankle with left hand, right ankle with right hand: Draw trunk forward between the knees.

5. Squat rest, feet together, fingers touching toes: Straighten legs and draw forehead toward knees.

6. Sitting, hurdle position with one leg extended, other thigh at right angles to extended leg: Grasp ankle of extended leg and draw forehead to knee.

7. Standing, stride stance, arms side horizontal, trunk bent forward: Trunk twisting with hands alternately touching outside opposite toe, and flinging sideward—upward.

8. Kneeling on one knee, other leg extended sideward, hands clasped behind head: Trunk bending sideward over extended leg.

Abdominal Exercises

1. Lying on back, arms overhead: Raise arms and trunk up and over, touching fingers to toes.
2. Lying on back, hands clasped behind head, knees flexed: Draw both knees toward chin.
3. Sitting, arms extended overhead, legs together: Alternate leg kicking as in inverted flutter kick.
4. Sitting, arms side horizontal, legs spread: Alternately cross and spread arms and legs.
5. Sitting, hands on chest, knees flexed: Arms flinging to side horizontal with double leg extension.
6. Lying on back, hands behind head: Raise trunk to 45° angle, chest high, elbows back.
7. Lying on back, arms side horizontal: Jack at hips by raising trunk and legs, touch fingers to toes.
8. Lying on back, hands clasped behind head: Raise trunk to sitting position, at same time flex knees and bring them to chin.



Flexibility Exercise (No. 2)



Side Exercise (No. 1)

9. Lying on back, arms side horizontal, legs together and extended upward forming right angle with trunk: Drop legs from side to side, keep shoulders flat, turn head in opposite direction of feet.

10. Lying on back, hands clasped behind head: Raise trunk and legs at same time twist trunk and bring elbow outside opposite knee.

11. Lying on back, hands clasped behind head, legs together and extended upward to form right angle with trunk: Draw chest and head upward toward knees which remain straight, keep hips down.

Side Exercises

1. Lying on side, head resting on underneath arm, top arm used as brace near chest to keep body on side: Single leg raising.

2. As above: Double leg raising.

3. Side leaning rest; underneath arm extended, top arm on hip or back of head: Single leg raising.

4. Side leaning rest, underneath arm extended, top arm on hip or back of head: Lower hips.

5. Lying on back, arms side horizontal: Alternately swing one leg over the other, try to touch opposite hand.

6. Sitting, hands clasped behind head, legs extended: Alternate leg



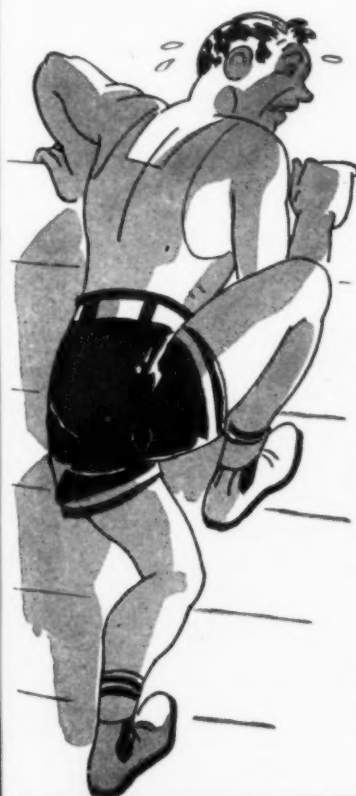
ABDOMINAL EXERCISE DRILLS

Top: No. 5 (see page 16)

Center: No. 9

Left-Right: No. 11

Numbers refer to exercises in text



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Commando tactics, judo, track, baseball, tennis are excellent physical conditioners, but sprains, bruises, charleyhorse, wrenched muscles are bound to occur as part of the conditioning process. That's why you need ANTIPHLOGISTINE, Mr. Trainer—the *Moist Heat* of ANTIPHLOGISTINE goes right to work on painful sprains, bruises and wrenched, aching muscles—helps ease the pain—reduce the swelling—speeds recovery.

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Arm and Shoulder Exercise (Variation of No. 1)

crossing at same time trunk twisting in opposite direction.

Back Exercises

1. Lying face down, hands clasped behind head: Raise trunk and elbows.

2. Lying face down, hands by hips, palms down: Double leg raising.

3. Lying face down, legs and chest raised, hands on floor by hips, palms down: Flutter kicks 12" wide.

4. Lying face down, arms extended overhead: Simultaneously spread and bring together arms and legs keeping both high in air.

5. Lying face down, arms extended overhead: Alternate arm raising and leg kicking.

6. Lying face down, arms side horizontal: Raise arms, trunk and legs.

7. Front leaning rest, head up: Alternately raise one arm and opposite leg.

8. Lying on back, arms side horizontal, knees flexed: Bridge by pressing on back of head and feet, raising hips and arching back.

9. Hold bridge position with weight supported on head and feet, arms side horizontal for balance: Extend one leg upward.

Arm and Shoulder Exercises

1. Front leaning rest (body supported on hands and feet, hips straight): Push-up (alternate flexion and extension of arms).

2. Front leaning rest: Alternately jump to double knee bend under chest and full leg extension.

3. Front leaning rest on one arm, other hand behind head, legs spread

forming tripod: Single arm push-up.

4. Front leaning rest: Raise one leg upward.

5. Front leaning rest: Push-up and slap chest with both hands.

6. Front leaning rest with elbows in flexed position: Push-up and jump to double knee bend under chest.

Leg Exercises

1. Squat rest, weight evenly distributed on hands and feet: Alternately extend leg sideward.

2. Sitting, resting on elbows, knees flexed: Extend both legs upward to full extension.

3. Squat rest, hands about two feet in front of body: Frog jumps



Back Exercise (No. 9)



Leg Exercise (No. 2)



Leg Exercise (No. 8)

alternating knees inside and outside arms.

4. Squat rest, one hand support about two feet in front of body, other hand behind head: Frog jumps with single arm.

5. Back leaning rest, head lowered, hips straight: Single leg raising keeping knee straight, toe extended.

6. Squat position, hands clasped behind head: Walk forward swinging alternate leg outward, keep heels on ground and buttocks low (duck walk).

7. Squat position, arms extended overhead: Jump in place, forward and backward, side to side, and circles.

8. Squat position, hands on hips: Jump to stride stance flinging arms sideward overhead.

Grass Drill

(Note: Commands should be given sharply and quickly in any sequence.)

1. Down!—Crouch position.
2. Up!—Stationary running, high knee action.
3. Right!—Fall sideways to right.



That feeling of confidence, when your softball hitters step up to the plate with a Louisville Slugger, is one of those intangible but important things that makes champions. It always pays to play with the best!

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4. Left!—Fall sideways to left.
5. Front!—Fall face down.
6. Back!—Fall backward.
7. Bicycling!—Imitate riding bicycle, shoulder rest, hands supporting hips.
8. Monkey run!—Running on all fours; forward, backward, left, right.
9. Bouncing!—Bounce up and down on hands and legs.
10. Forward roll!—Squat rest, weight over feet and hands, shift weight forward, duck head and push with hands, keep tight tuck, roll forward on shoulders and back, grasp ankles and rise to standing position.

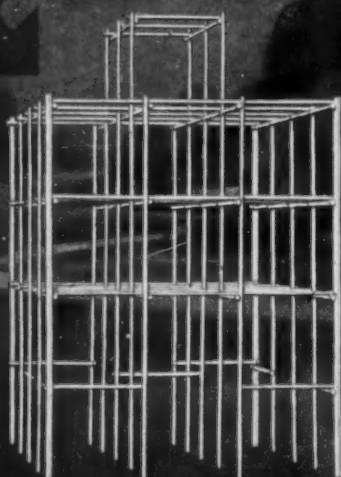
11. Backward roll!—With buttocks near heels, let weight fall backward breaking fall with hands, then quickly place hands behind shoulders with palms down, keep tight tuck, roll back, push with hands and land on feet.

12. Combined roll!—Do one of above rolls, cross legs as feet land and do opposite roll.

13. Shoulder roll!—Fall turning head and shoulder to opposite side of fall, break fall slightly with arm on falling side, land on back of shoulder blade and roll over back and buttocks to standing position.

14. Sprint!—A short charge from a crouch position.

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ARE YOU GETTING ACROSS?

by Cracker Brown

When Louisiana State Normal College discontinued athletics for the duration, Cracker Brown left his post as backfield coach and assistant professor of physical education to become acting supervisor of health, physical and safety education in the state department of education. At present he is in the armed forces.

HE knew football but he just couldn't put it across." How many times have you heard this said about an unsuccessful coach? It's a fact that many men with a thorough knowledge of the game are unable to teach it. The causes of faulty transmission are:

1. Language and limited vocabulary.
2. Fatigue.
3. Limited experience and vision.
4. Inadequate explanation.
5. Short circuit.

Language and limited vocabulary. Words are the tools with which a person builds his thoughts and concepts. If the tools are faulty, the finished product must necessarily be faulty.

Our language readily lends itself to misinterpretation. Some words have several meanings. A sentence may be repeated word for word and have its meaning distorted by a change in inflection.

The football coach is no master linguist. He must be careful in his choice of words. In presenting fundamentals, ideas and objectives, he should adopt a simple, crystal-clear elocutionary style. Every member of the team should instantly be able to grasp the correct meaning.

Simplicity is essential. Sometimes the coach may project an idea faultlessly and still fail to put it over because of the limited vocabulary of some of his players. Players with poor vocabularies frequently misinterpret instructions, sometimes at the cost of a game.

The college coach must be more concerned with his technical vocabulary than the high school man. The writer learned this the hard way. A sophomore and a senior back lost an important game by crossing up a defensive pass assignment.

Investigation revealed that the mistake resulted from different conceptions of the term "in the flat." Further investigation disclosed that only half the squad had the same idea of the expression as the coach. The others held widely diverse ideas of the "flat."

It is vital, therefore, that the

coach develop a technical vocabulary and make sure every student has a perfect understanding of all terms employed.

Fatigue. Numerous experiments have been conducted proving that fatigue retards learning. Fatigue might be considered a poison that travels through the entire system, undermining its efficiency. Mental fatigue brings on physical fatigue, and vice versa. The ability of a player to understand new ideas and to perform new physical acts decreases proportionally as fatigue sets in.

For this reason, new ideas should be presented in the early part of the practice period while the mental processes are at their sharpest.

The law of diminishing returns is as applicable to athletics as it is to economics. Psychologists have proved conclusively that after a certain time on a drill, the learning value decreases until so little is learned that it is not worth the effort expended.

Retarding fatigue

Simple, individual drills should rarely exceed twenty minutes. The results from eight fifteen-minute blocking drills will be far more fruitful than from two sixty-minute drills. Short, varied drills tend to reduce fatigue. Signal drills and other drills that offer variety within themselves will hold the interest—and thus tend to retard fatigue—much longer than a simple blocking or tackling drill.

Nevertheless, there is a maximum time limit for every drill. Repeating an act "one more time" for thirty minutes after the law of diminishing returns has begun to operate is a poor coaching practice. Little or no learning takes place. The small amount of conditioning that results from the lifeless execution of a fundamental or play could be increased by shifting to some new maneuver.

Limited experience and vision. Psychologists and educators accept the principle that problems of the present are solved through past experience. A player's interpretation of instructions and his reactions are determined largely by past experiences both on and off the field.

The average schoolboy team represents all types of homes in any given community. Players from one environment may be expected to

react differently than those from another. Some boys will cooperate readily and whole-heartedly. Others may pose problems. The matter of approach, thus, is very important.

It is sometimes difficult for an inexperienced player to understand a certain approach to a problem. This lack of comprehension may lead to doubt and mistrust. The player may sulk and refuse to cooperate—with detrimental results to teamwork and esprit de corps.

A coach should look upon each boy as an individual. Some boys have to be bullied a little. Others are more amenable to gentle handling. The ability to handle men of all types is a requisite on par with the purely technical aspect of coaching.

Inadequate explanation. The coach must be careful in his explanations. He should avoid complex or involved analyses. He should start an explanation at the beginning and proceed to a logical end without omitting any basic details.

The player should not be burdened with too much at one time. But neither should the instruction be fragmentary. The boy should be given a clear picture of the skill.

Space forbids a treatise on coach-

ing pedagogy. But certain things should be emphasized. The matter of approach has already been expounded—simple, clear, forceful. To this may be added terseness.

There are any number of variations to nearly every skill. Pick out what you believe is the simplest and best and teach it to the boys. Don't pause at every piece of footwork or armwork and say, "There are four or five ways of doing this. Coach Doakes does it this way. Coach Smith puts this variation on it, etc. etc."

Your way first

All this tends to confusion. Teach the boys *your way first*. When they've learned this thoroughly, you may show them the variations.

At the same time, avoid negativity. Make your teaching positive. For example, in teaching a boy to kick, the correct teaching procedure would be something like this: "I want you to line up with your feet spread about three or four inches apart, and your left foot about eight inches in advance (assuming you teach this method). Keep the weight forward and the hands extended, etc. etc."

This is simple, straightforward,

instructive. Here is the wrong way to go about it: "Son, when you line up I don't want you to keep your weight back. Keep your feet a little apart but don't etc. etc."

It's a good idea, as a rule, to save all your don'ts for the end, after the boys have been given a clear picture of the method.

There are players who will think they understand and not ask questions. Others will not understand and not ask for clarification for fear you may think them dumb. One player failing to understand one idea may lose a game.

Short circuit. When an idea received by the ear or eye fails to register on the conscious mind, the person has developed a mental short circuit. Everybody has had the experience of reading a page without knowing what he has read. Similarly most of us have listened to people talk without hearing them.

Players begin to develop short circuits when they start losing interest in the task at hand. Short circuiting may grow into a habit that can lose games. The coach may combat it by offering variety in his drills, stopping when the boys become fatigued, and by speaking in a lively, engaging manner.

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INTERSCHOLASTIC ATHLETICS

(Reprinted from The Discobolus, Cincinnati)

IN 1939, a Committee of City Administrators of Physical Education presented a series of observations relating to interscholastic athletics. Five years later, all cities over 300,000 were polled on these ten items and all but Denver and Rochester sent answers to Dr. Louis Burnett of Baltimore who made the study. Following are the original 1939 recommendations and the 1944 replies.

1. Participation in competitive athletics should be on the same basis as participation in any class educational subject as there is no sound reason for prohibiting a bonafide student from athletics because he failed to achieve a passing grade in some other phase of the program.

Does your city still have scholarship requirements? **Yes 23 No 2**

2. Post graduates should be eligible provided they meet all requirements including the age limit of 19 years or younger.

Does your city allow this? **Yes 5 No 20**

3. All coaching be done by members of the teaching staff.

Does your city use only teachers as coaches? **Yes 25 No 0**

4. All academic teachers who coach be allowed two less class periods per day or be paid pro rata for extra time.

Does your city reduce the coaches' class load? **Yes 15 No 9**

Does your city pay extra for coaching hours? **Yes 11 No 11**

Does your city pay women coaches the same as men? **Yes 11 No 2**

5. No complimentary extra tickets be given to players, musicians, ushers, cheer leaders, and other assistants when an admission fee is charged because this is a form of paying a boy for his services to the school.

Does your school give the boy an extra ticket? **Yes 11 No 14**

6. Cities recognize the competitive program as primarily for student education and enjoyment rather than as a public exhibition.

How does your city finance the athletic program:

a. Entirely from tax budget? **Yes 1 No 11**

b. Partly by tax and partly by gate receipts? **Yes 13 No 4**

c. Entirely by gate receipts? **Yes 10 No 4**

d. Entirely by student dues? **Yes 5 No 6**

7. Less emphasis be placed upon financing by gate receipts, allowing all students to attend free provided they belong to the general student organization.

Do your schools have general student organizations with yearly student dues? **Yes 17 No 8**

Do your schools allow admission free to students showing general organization membership ticket? **Yes 10 No 13**

8. Does your city play boys and girls games of the same sport at one time and place? **Yes 0 No 25**

9. Does your city have athletic purchases made by the central office after bids from specifications? **Yes 12 No 13**

10. Does your city allow each school to do its own purchasing? **Yes 16 No 9**

New Shoe Features Help Hyde Keep Promise

In April we were able to make our first delivery on that promise — three new improved basketball numbers and a brand new added color feature.

Soon we hope to announce a new complete line of Scholastic footwear. Until then we'll maintain limited quantities of basketball, softball and baseball shoes and hockey numbers that can be attached to the skates you may procure direct or through other channels.

Morris Greene, our 25-year veteran stylist, designer and production director, is responsible for Hyde's postwar developments. Your comment, suggestions and criticism will be welcome as we prepare for your needs tomorrow.

We're sinking our teeth into some knotty problems of design, style and research and we intend to keep our promise and — on time.

Military production schedules must still come first. A star has recently been added to the flag that symbolizes our performance under that job. Watch these columns each month for news and developments as we "Work for Victory and Plan for Peace".



HYDE

ATHLETIC SHOE COMPANY, CAMBRIDGE, MASS.



A Primer for the Coach-Trainer

(Continued from page 9)

bench with adjoining foot-rest which allows athletes to sit and paint their feet with tincture of benzoin without staining the floors or getting dirt worked into the benzoin.

The most satisfactory method of applying moist heat is with a whirlpool bath. If the budget permits, such a bath should be provided by all means. However, many satisfactory home-made ones have been constructed. Galvanized tubs and buckets have also been utilized for hydro-therapy, but these have been less effective than the hot water massage of the whirlpool.

The training room, locker room and showers should be kept clean

and sanitary at all times. A serious potential source of injury will be minimized if no horse play is allowed in any of these rooms, especially in the shower room.

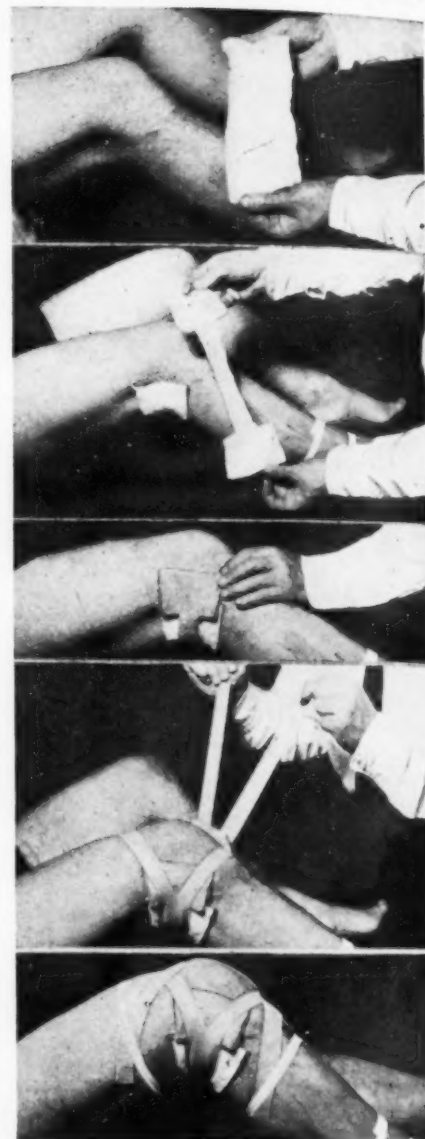
In the average high school situation, the coach will be the central figure in the personnel of the training program. Most injuries happen under his eye. He should be able to determine fairly accurately the nature and extent of an injury and to recommend the proper primary treatment. His orders should be carried out by others, however, as the coach cannot afford to leave practice to care for every injury. It would be well to have an assistant coach or another teacher assigned to work under his direction. Either with or without faculty assistance, students should be trained to do some of the work in caring for injuries.

Every injury, however small, should be checked at the conclusion of the daily work. If the training room is properly located, the players may be required to pass through it on the way from the showers to be checked by the person in charge. Special attention should be given to all small scratches and cuts to eliminate the danger of later infection.

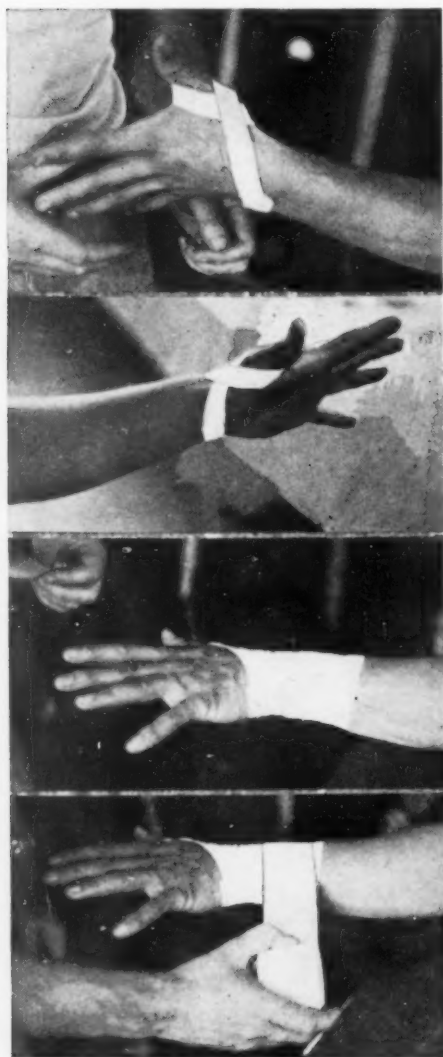
Even the most successful trainer is no magician. He knows that nature will completely heal most injuries in time, and he uses his knowledge of basic physiology to minimize the effect of the injury and to hasten the recovery. This general knowledge of the physiology of injury indicates the following general treatment for athletic injuries:

The immediate application of ice followed by (or accompanied with) pressure by an ace-type elastic bandage over some absorbent cotton. Pressure must be maintained as long as the swelling increases and may be continued in later stages to decrease it. It should be accompanied by rest and support or elevation of the part.

These measures will tend to limit the internal bleeding and make the blood clot as small as possible. Heat treatments to break up the formed clot may be started on the second day, but no massage directly on the injury should be allowed for three days. When the injured member can tolerate it, passive exercise is called for. Later, active



Modified Duke Simpson knee bandage: A strip of cotton or felt is placed in hollow of knee and covered with capital-shaped felt pad, about a foot long and $\frac{1}{4}$ in. thick, furnishing support to internal and external cartilages. This is anchored with a 30-in. strip of 2-in. tape, which is split and fixed around joint as shown—leaving knee cap free. Two more similar strips are applied, with increasing pressure. The brace is then covered with an ace bandage.



Tape strappings for wrist and thumb: Use $\frac{1}{2}$ -in. tape for thumb. Start first strip on outside of wrist, carry under wrist, around thumb joint and back to other side. Complete strapping with several overlapping strips. For wrist, apply a gauze foundation and strap with four turns around wrist with 2-in. tape.

exercise should be prescribed with the part properly supported by adhesive bandaging.

Protective bandaging is of two types: That designed to protect bruises and that which is intended to protect strained joints. Many specially designed pads for the protection of bruised areas are available and a supply of these will pay dividends to the alert coach. He will be able to avail himself of the services of a valuable player, at the same time affording him complete protection.

Most frequently needed pads are shin, knee, elbow, rib, crest of the

hip, and shoulder joint. The principle involved in the design of these pads is the use of a rubber doughnut around the injury and a piece of stiff fibre board over it to bridge the area and prevent anything from coming into contact with the bruise. Such pads may be improvised from sponge rubber kneeling pads and the fibre board from discarded thigh guards.

Remember that the external surfaces of hard and unyielding pads must be covered with at least a half inch of soft padding to make them safe for other players. Keeping on hand a few nose guards which may be laced onto any helmet will also prove of great value to the team.

Scores of taping schemes have been designed to support various joints of the body and, to complicate the subject further, every trainer has his own minor variations of each bandage.

Basic strappings

The coach-trainer will find that a command of the following will be most valuable: Gibney boot for the ankle; some variation of the brace originally designed by "Duke" Simpson for the knee; a support for the acromic-clavicular separa-

tion in the shoulder; another to prevent hyper-extension of the knee and elbow; a wrist brace and a figure-eight design for sprained thumbs and fingers. Other arrangements for the application of tape may be improvised as the occasion arises.

The team physician should be able to help with his advice and experience. In preparing the skin for the application of adhesive tape, the area should be cleaned of dirt and perspiration, shaved and then painted with tincture of benzoin to help set the tape and protect the skin. The same tape should not be allowed to remain on the part for longer than three days.

Adhesive should be purchased in rolls of one inch, one and a half inches and two inches in width. For economical buying, about half the order should be in the one and a half inch size. Tape of this size allows a quick yet neat application of bandages for the ankle, wrist and shoulder.

One-inch tape may be used on smaller joints such as the fingers and toes and to hold dressings in place. Bracings for the knees and back call for two-inch tape.

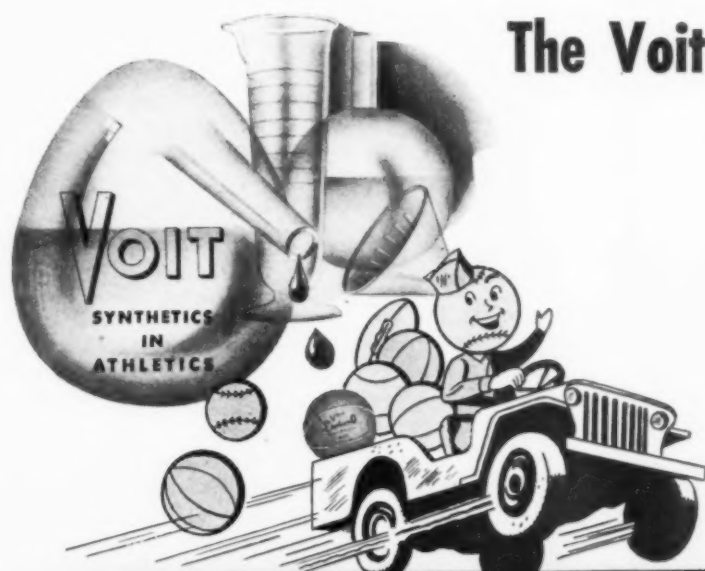
This outline of an essential conditioning and training program

makes no pretense of being complete and final. It merely suggests the more obvious controls for the prevention of injuries and for their care after incidence. The skill needed in caring for athletic injuries is highly specialized and can be acquired only through study, application and experience.

Source material

Further and more complete material for those seeking it is provided in the many excellent texts which have been written on the subject. Then, too, many coach-authors have chapters on training in their technical textbooks. Well-organized coaching schools also provide instruction in training matters. At these schools, the country's finest sports trainers lecture on their specialties and give practical demonstrations.

Lacking these sources of information, a high school coach may obtain much valuable information by visiting the trainer at the nearest college. Trainers, on the whole, have no sacred secrets and any one of them will be ready with information and advice for those who seek it.



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Procedure: After ankle is wrapped snugly with the Ace Bandage, apply two pieces of 1½" tape, superimposed. Start on ridge of arch, passing beneath the foot on the inside, pull up tightly on the outside and carry over in front of outer ankle bone to a point approximately 4" above inner ankle bone. The other two adhesive strips, superimposed, are also started from ridge of arch and applied in exactly the opposite manner. This will give strong support without the cast-like rigidity which frequently transfers shock from ankle to knee, sometimes causing severe injuries that put players on the sidelines for a long period.

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Seven Stunts for Your Guards

(Continued from page 14)

to go forward with their Over. By springing up and spreading out (as shown in Nos. 4, 5 and 6), the guard will come down in a low, balanced position from which he can tackle.

He goes over only one man—either one (No. 6). If one is high and one is low, there is the chance of landing off balance.

Our third stunt is the Low Shoulder Charge, a style of charging that has proven quite successful in this section. The guard takes a short step with the forward foot, at the same time covering the knee with the elbow. The charge may be left or right. In the illustration, it is left into the tackle in a balanced line (No. 7).

This short, initial step, which is about two feet long, is really a lunge with the elbow used in unison. In No. 8, the guard follows through and drives off his back leg.

This charge is especially effective against an opponent who plays high. It is essential for the guard to cover his knee with his elbow. It is an excellent charge to use on big yardage (five yards and over) or when the ball goes long or a wide play is expected. Used to the inside, it is effective when the opponents play high or when a short yardage play is indicated.

Our fourth stunt is called the Shuttle. This is our most effective stunt when the yardage is big and



the ball goes long; that is, to a tailback. The guard stops his opponent's charge with his arms, which he locks at the elbows in a stiff arm. He doesn't allow himself to be crowded back; he drops under the play if it comes at him by releasing his cleats and going forward low.

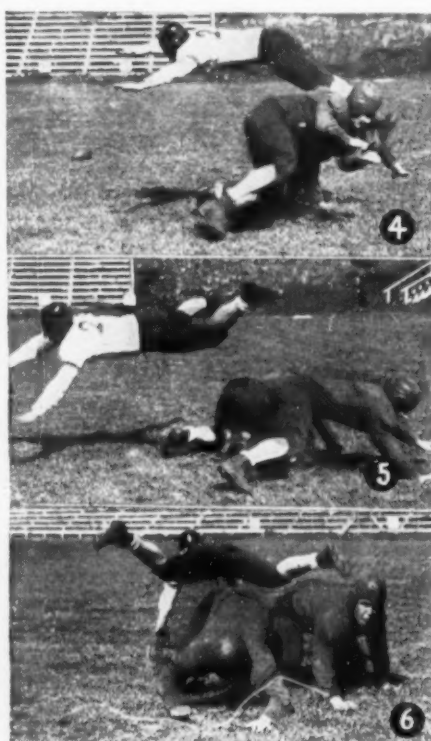
If his arms bend, his opponent will get to his body. Note, in No. 9, that the stiff arm has stopped the opponent's charge. The man may now be held up momentarily, giving the guard a chance to diagnose the play. After the initial short step with the inside foot, the guard crosses his inside leg out of the way of his other opponent. He shuttles his inside leg always to the side he wishes to go (No. 10).

Note, in No. 11, how difficult it would be for the inside defensive man to block him. The guard's next step is to draw the left leg away.

We develop a great deal of effectiveness with this stunt on the sled. Starting at one end, the boys straight arm and cross over to the other end. We usually place a ball-carrier on the opposite side.

Our fifth defensive stunt, the Chin-up, is used against low charging blockers. The boy fakes one man with his hands and plays the other. A fast charge into one player, with the hands coming up under his chin, will bring him up. The arms are not swung. The guard cups them and charges up under his opponent, as shown in No. 12.

(Concluded on page 28)



"Here Below"

(Continued from page 5)

THE potentialities of a good physical training program are clearly indicated in a chart recently prepared by the Physical Fitness Section of the Training Division of the Navy:

	No. men tested	Ave. score start of recruit train.	Ave. score end recruit train.	% gain
Recruit training stations	342,499	37	46	24
Service schools	241,932	43	49	14
V-12 units	65,227	45	59	31
Totals and averages	649,658	41	51	24

This chart covers the average physical fitness test scores of the men from the beginning to the conclusion of their training period. The test items (Navy Standard Physical Fitness Test) include: the squat - thrust, sit - up, push - up, squat - jump, and pull-up.

The results from the recruit training stations are for men who have had about seven weeks of training. The service school training period is from eight to 16 weeks and follows recruit training for the men concerned. The V-12 training period is a minimum of 16 weeks, with most of the men coming directly from civilian life.

The average score increase for men in recruit training is 24 percent, the same as for the Navy as a whole, while that for service schools is 14 percent.

Survey of Rules

(Continued from page 13)

September, and devoting three weeks to preliminary training, eight games may be played by Thanksgiving. The decrease in the number of games will cause a corresponding decrease in injuries.

7. The season should end not later than the last Thursday in November. This should be sufficient to play out the schedule. In some sections, the weather by this time is too cold to continue football without menace to the health of players and fans. A later date also interferes with basketball practice; thus, one sport may tend to crowd out the other.

8. No post-season games should be permitted. The schedule should be arranged so that no games are necessary after the end of the season.

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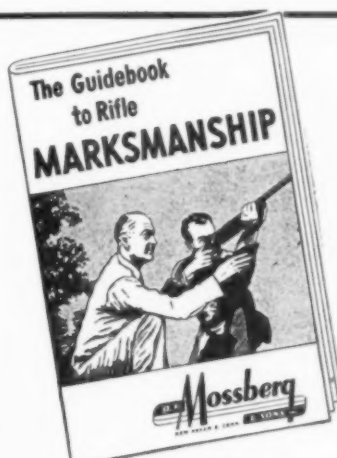
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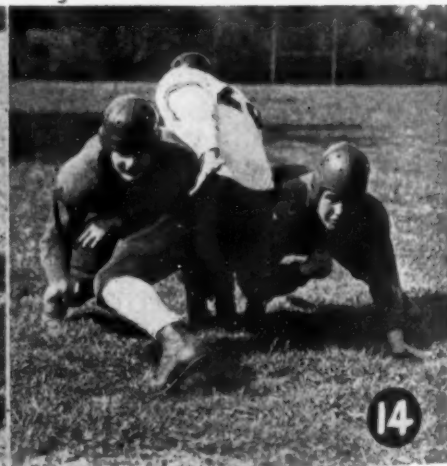
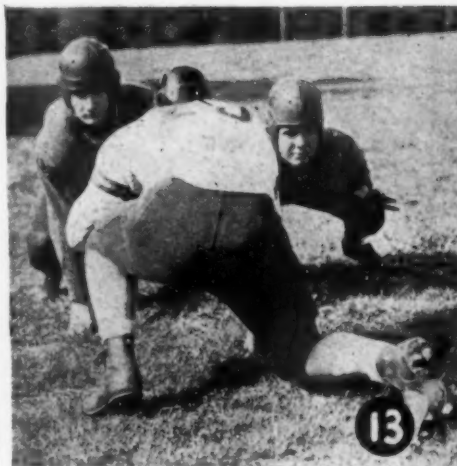
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(Continued from page 26)

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COACHES' CORNER

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Drawn by Kate Tracy

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 E. 42 St., New York 17, N. Y.

Neither snow, nor rain, nor floods can stay the swift Bath High School (Ill.) couriers from making their appointed track rounds. Early last month, the Bath track team rowed across the flood-swollen Sangamon River to keep a date in Chandlerville.

Now that Charlie (Not So) Grimm is back managing the Chicago Cubs, Lou Novikoff has emerged from the doghouse. And it's about time, too. The eccentric Russian may have his faults. But he could always hit the long ball. Before turning to baseball at the age of 22, Novikoff was a renowned softball player on the Pacific Coast. He is credited with several 350-foot drives—equivalent to 500-foot belts with a hard ball—and he once fanned 22 men in eight innings.

Asked how he would pitch to himself, Novikoff replied with his typical old-world charm: "If I didn't brain myself with a pitched ball, I might kill myself with a line drive through the box. I'd be a bum and a hero at the same time. Ha-ha. I don't get it."

Will some kind Los Angeles high school man straighten us out on this. A couple of months ago we read that George Washington High School has turned out six big-league players. After mentioning it in *Coaches' Corner*, we came across another newspaper item which gave the credit to Fremont High. And now a reader who identifies himself as "One Who Knows" tells us that at least one of the players, Steve Mesner, learned his baseball under Jim Delaney at Riis High.

Nothing is too good for the armed forces in our far-flung outposts. Recently a commanding officer of a particularly lonely arctic outpost explained that the morale of his men depended upon getting some athletic equipment in a hurry. In a few days a whole bowling alley arrived by plane! No, it wasn't attached to the

wings. It was cut into sections and reassembled upon delivery.

C'est la guerre. N.Y.U. boasts something new in the way of college outfielders this season—a 34-year-old father of four children. A magazine salesman by day, Sherman Tomasino attends school by night.



The lustiest and most American type of humor is spluttered out during those head-shaking, finger-jabbing, somewhat profane debates between umpires and players. The repartee is quite racy at times. But, if you wash it out, you frequently find little nuggets of wit.

For instance, reports sportswriter Dick McCann in *The Sporting News*, one time Billy Evans was umpiring behind the plate and a batter objected to a called strike.

"Boy, Bill, you sure missed that one," the batter growled.

"Yeah?" replied Bill. "Well, I wouldn't have missed it if I had a bat in my hands."

Ask a track expert his choice of the greatest all-round runner of all time and the chances are he'll pick some great contemporary star like Jesse Owens, Glenn Cunningham or Paavo Nurmi. No one is likely to mention Lon Myers. For few people know who he is. Yet Myers owns the greatest record in the book.

He won the national championships

in the 100, 220, 440 and 880 in one afternoon (August 1880)! He won 13 national championships in all before retiring. Once, when running the 440, his shoe came off. He finished, with one foot bare, in 49 seconds flat, less than two seconds over the present world record.

Baseball seasons may come and baseball seasons may go. But one thing you can always bank on—Guy Cartright, the Chicago White Sox outfielder, will hit .291. With Shreveport in the Texas League in 1941, he batted .291. In 1942 with St. Paul in the American Association, he hit .291. And last season with the Sox he batted—you guessed it—.291!

Do your track men breathe freely when they run? It's wrong! Do they swing their arms? It's wrong! Our authority? *The Boy's Treasury of Sports, Pastimes, and Recreations*. Here's the way to run, it says:

In running, the body should be inclined forward, the head be thrown somewhat back, and the respiration restrained; the upper part of the arms must be kept close to the sides, with the elbows bent; and they should not be swung about, but moved as rarely as possible, in order that no opposition may be given to the free movement of the body by the fluttering of the clothes.

As the pupil advances in proficiency, he will find running in a circle an exceedingly good practice, if he vary the direction so as to work both sides equally. The pupil should be learnt to make his inspirations as long, and his expirations as slow, as possible, long wind being of the utmost consequence to a good runner; but he must invariably cease running the moment perspiration takes place.

A mile in five minutes is reckoned good speed, although it has been achieved in four minutes and a half; and to run four miles in 20 minutes is considered a feat that the best runner would be most happy to accomplish.

By the way, *The Boy's Treasury* was published in 1854.



When the colorful John McGraw was running the Giants with an iron hand, it got so that they couldn't make a move without looking to him for a sign. Every pitch, every move on offense and defense, was dictated by the manager. One Spring day Mc-

Graw decided to turn the team over to Dave Bancroft and watch the game from the sunny centerfield bleachers.

Mrs. McGraw, sitting in a box near the dugout, didn't know whether or not her husband planned to stay for the entire game. So she thought she would get centerfielder Freddy Lindstrom to ask him about it the next time. Freddy went to his position. She tried to call Lindstrom from the bench, but he didn't hear her. Finally a sportswriter yelled at him and he came to Mrs. McGraw's box. She shook her finger at him playfully and said:

"Freddy! Why don't you pay attention?"

Lindstrom was astonished. "Good God!" he exclaimed. "Are you giving signs, too?"

Did you ever hear of Two-Top Gruskin, the two-headed pitcher discovered by Archie of Duffy's Tavern? When Archie hears of a pitcher who can watch first and third at the same time, he summons him East. Two-Top arrives in a dress suit. "What you guys staring at?" he asks sourly. "Ain't none of you seen a tuxedo before?"

"Two-Top," says Duffy, "I'm a man of a few words. Report tomorrow. There'll be a uniform and two caps waiting for you."

Two-Top wins a masquerade that night by disguising himself as a pair of bookends with a copy of *My Son, My Son* between the two heads. The next afternoon Duffy introduces him to Gorilla Hogan, who measures 6 ft. 14 in. and squats standing up.

"Most people," says Duffy proudly, "calls Gorilla a monstrosity, and I agree with them—a swell guy." Gorilla soon gets into trouble with Two-Top, however. He signals for a high fast one. Two-Top nods "yes" with one head, but shakes the other one "no."

Gorilla starts howling. "Take it easy," soothes Duffy. "Talk it over with the guy. After all, three heads is better than one."

But the Gorilla says, "It's no use, Duffy. I got a feeling the guy ain't normal. Besides, you notice how he's always got those two heads together? Maybe he's cooking up a strike around here. One of us will have to go, Duffy—and don't forget who owns the ball."

Well, that's the end of Two-Top Gruskin's baseball career. For a while he watches tennis matches for the News of the Day. Then the Army gets him. The doctor takes his chart to the Colonel.

"Lemme see," says the Colonel. "Eyes—blue and brown. Mustache—yes and no. This guy sounds as if he's got two heads." "He has," says the doc. "Oh," says the colonel.

Two-Top will be a big success in the Army as soon as he can make up his mind which head to salute.

The new world's record for sit-ups is 6034! It was made by Sgt. Ed Beranek at AAFTC School, Yale U. It took him five hours and 54 minutes, with nary a pause for a breather.



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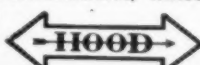
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(See special listing under Shoes)

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CHAMPION KNITWEAR (31)

- ☐ Catalog

CONSOLIDATED LABS. (35)

- ☐ Information on
Gym Floor Finish

DENVER CHEMICAL (17)

- ☐ Handbook, "Athletic
Injuries"

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Clips for Swimming

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Yearbook 1944

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HORN MFG. (35)

- ☐ Booklet, "Postwar Plan-
ning for Schools"

HUNTINGTON LABS. (11)

- ☐ Seal-O-San "Basketball
Coaches Digest"

HYDE ATHLETIC SHOE (23)

- ☐ Information

ILLINOIS H. S. COACHES
COACHING SCHOOL (29)

- ☐ Information

KAHNFAST ATHLETIC
FABRICS (27)

- See ad for Nearest
Uniform Maker

BRADLEY M. LAYBURN (36)

- ☐ Information on Gym and
Playground Apparatus,
Portable Bleachers and
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(Numbers in parentheses denote page on which advertisement may be found)

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June, 1944

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But we are.

For each of us here at home, the job now is to buy extra Bonds—100, 200, even 500 dollars worth if possible.

Many of us can do much more than we ever have before.

When the Victory Volunteer comes to you and asks you to buy extra Bonds, think how much you'd give to have this War over and done.

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